Dear Parents/Guardians,

5th Grade Social Studies is excited to inform you that in lieu of a summative test for Chapter 6, students will be completing a **summative project** (summative grades are 60%). During this project, students will be demonstrating knowledge about the geography and peoples of ancient Mesoamerica while honing the ever important skill of website building.

Students will be completing the majority of the website building in class in order to ensure that students have as much access to the computers as possible. However, they will need to do some preparation work at home. Students will be provided with template worksheets that they will need to complete at home in order to create their websites and use class time as effectively as possible.

To ensure student success, a rubric will be provided to students from the beginning of the project. Additionally, students will have checkpoints throughout the entirety of the project where students will be turning in parts of their project and graded accordingly. The sum of the checkpoints will be the final grade for the project.

In order to avoid any stress over access to the internet, I would like to remind parents and students of availability of internet access outside of class time. Students are encouraged to advocate for themselves if they need extra time on the computer at school. Options are as follows:

- **The Public Library**
  
  150 N. Ottawa St.  
  Joliet, IL 60432  
  (815) 740-2660  
  
  3395 Black Road  
  Joliet, IL 60431  
  (815) 740-2660  
  
  650 Deerwood Dr.  
  Shorewood, IL 60404  
  (815) 725-1715  

  **Hours**  
  Monday-Thursday 9am-9pm  
  Friday & Saturday 9am-5pm  
  Sunday 1pm-5pm

- **Lunch Learning Lab** - Students can ask their teacher to sign them up for LLL. Students get to eat their lunch followed by time to work on their project during lunch.

- **ASAP** - An after school program where students have the opportunity work for an hour and a half at school. Students will ride the activity bus home, or need to be picked up by a parent/guardian. Teachers will confirm these things with parents before signing students up.

  ***If students fail to turn in more than one of their checkpoints on time, these resources will be used to help them to keep up. If students come to class twice with incomplete/late work, they will be given an alternate paper version of the project in place of creating their own website.***

I am very excited to help your child learn through this project, and cannot wait to get started. Please watch for checkpoints in student planners, and on my website. The assignment and grading rubric will be available on my website. Please review this letter with your child and return it signed **Monday February 28th, 2016**.

Sincerely,
Mr. Kath (5-Blue)

Student Name: __________________________________________________________

Parent Signature: _______________________________________________________
Chapter 6: Mesoamerican Civilizations

LESSON 1: Geography of Mesoamerica
- Mesoamerica is a land of rugged mountains, plateaus, volcanoes, and highlands.
- Coastal lands along the Gulf of Mexico and Pacific Ocean vary from tropical rain forests, grasslands, rivers, swamps, and pine forests to highlands and mountains.
- Mesoamericans had an advanced form of agriculture, growing crops such as beans, maize (corn), chili peppers, and squash.
- Many Mesoamerican cities contained temple-pyramids and large, public works of art such as stone monuments.
- Mesoamerican used their knowledge of astronomy to develop highly accurate calendars.

LESSON 2: The Olmec and the Maya
- The first great civilization of Mesoamerica was the Olmec, believed to have directly influenced all Mesoamerican civilizations that followed.
- Most famous for their giant sculptures made of basalt, the Olmec also developed a number system, a calendar, and a form of writing.
- The Mayan civilization was complex yet similar to the Olmec in many ways. It was a theocracy, the people grew crops, and they had a writing system.
- The Maya used their mathematical skills to develop several different calendars.
- The Mayans created a more complex system of writing which was composed of various signs and symbols.
- Mayan families: Men farmed, hunted, and fished. Women and older girls made clothing, supplied water and firewood, cared for small children, and did housekeeping chores. Young children learned about farming and chores but spent much of their time playing.

LESSON 3: The Aztecs
- The Mexica (Aztecs) settled on two swampy islands where they built the great city of Tenochtitlan.
- Religion influenced every aspect of life in the Aztec culture. Quetzalcoatl was the god of creation which influenced the wind, rain, and clouds.
- The Aztecs built a great empire in Mesoamerica that was influenced by the Olmec and Maya.
- The Aztecs became a large empire through warfare. The emperors used the gold they collected from newly conquered city-states.
- Moctezuma II, the last emperor of the Aztec Empire, was conquered by the Spaniards and their leader, Hernández Cortés.
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35 = 66
Chapter 6: Mesoamerican Civilizations

Summative Project

To access your weebly account go to: http://students.weebly.com or use the weebly app.

The username is similar to your Google account (firstname–lastname). The password is your birthday – 8 digits – (daymonthyear). Teacher will notify you when you account is active. Please do not attempt to sign up until then.

See an example here: 5blue-example.weebly.com ; Also refer to the rubric throughout the project!

I. Home Page: Refer to rubric. Create a “cover page” for your website. This will be the first page visitors will see when viewing your website. You will need to write a well written, detailed summary about Mesoamerica. Look over the “Key Concepts” of this packet, the “Why We Remember” on p. 161 of your textbook and the “Focus on the Main Idea” on p. 162, 168, and 174 of your textbook for assistance. You must use your own words. You can also use the objectives listed below to help guide your written summary. Please do no plagiarise from the textbook.

Lesson 1: Geography of Mesoamerica

- Describe the location of Mesoamerica.
- List and describe major physical features of Mesoamerica.
- Name three important crops that Mesoamericans grew.
- Explain how the early people of Mesoamerica used the natural resources of the environment.
- Describe the influences of the climate and landscape on the Mesoamerican peoples.

Lesson 2: The Olmec and the Maya

- Compare and contrast the Olmec and Mayan civilizations.
- Explain why the Olmec is called a “Mother Civilization.”
- Explain why cenotes were important to the Maya.
- Explain how the Olmec and Mayan civilizations were organized.
- Explain why the Olmec people might be considered ancestors of the Maya.
- Describe significant contributions/accomplishments of the Olmec and the Maya.

Lesson 3: The Aztecs

- Explain how the Aztec Empire developed over time.
- Locate and describe Tenochtitlan.
- Explain how the Aztecs used alliances to build their empire.
- Describe significant contributions/accomplishments made by the Aztec Empire.
- Explain why and how the Aztec Empire fell.
Write your **DETAILED** summary about Mesoamerica here:

*Introduction sentence, Geography sentence(s), Olmec sentence(s), Maya sentence(s), and Aztec sentence(s)*

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II. Geography Page: Refer to rubric. Using your textbook, complete the following statements below using complete sentences. This map will be located in your Social Studies folder (Google Drive) for you to use on your website.

Describe the location of Mesoamerica. (Use the Gazetteer on p. R41 – R49 in the back of your textbook)

Mesoamerica is ...

List/name AND describe at least 4 major physical features of Mesoamerica. (Use the Places on p. 162/174 of your textbook such as the Sierra Madre Oriental, Sierra Madre Occidental, Gulf of Mexico, Yucatan Peninsula, Central Plateau, Plateau of Mexico, Valley of Mexico, Lake Texcoco; Use the Gazetteer in the back of your textbook to find the descriptions)
III. Timeline Page: Refer to rubric. Fill in the missing information using page 24 of your textbook or use page 26 of your in-class activity folder. This paragraph below is a review from Chapter 1 and does not need to be included on your website.

The letters B.C. stand for ________________ _________________. Sometimes these dates are labeled as B.C.E. which stands for ________________ the ________________ _________________.

The letters A.D. stand for the latin words ________________ ________________ which means “______ ______ ______ ____ ______ ______ ______.” Sometimes these dates are labeled as C.E. which stands for ________________ ________________.

Some events take place at a general time. We then use the letter c. which stands for the Latin term ________________ which means “______________.”

Fill in the major Mesoamerican events using the timelines on pages 168, 173, 174, and/or 180 of your textbook. The following 8 specific dates/events are already listed in sequential order.

1200 B.C. ____________________________________________________________

__________________________________________________________________________

300 B.C. ____________________________________________________________

__________________________________________________________________________

A.D. 250 ____________________________________________________________

__________________________________________________________________________

A.D. 900 ____________________________________________________________

__________________________________________________________________________
Find FOUR other major world events, not mentioned in Chapter 6 of your textbook, that were taking place between 1200 B.C – A.D. 1521. Remember, this was also the Age of European Exploration. Label ALL of your dates below either B.C. or A.D. On your website these dates/events will need to be placed in sequential order between the 8 events that were already given to you above. (*Hint: There is a timeline located in the back of your textbook on p. R31-R36).
IV. Vocabulary Page: Refer to rubric. Using your textbook glossary (p. R58 – R68), write the definition for the following terms. You will need to be able to alphabetize ALL 15 of these words/definitions on your website.

archaeologist: ____________________________

agriculture: ____________________________

migrate: ____________________________

plateau: ____________________________

polytheism: ____________________________

peninsula: ____________________________

cenote: ____________________________

theocracy: ____________________________

aqueduct: ____________________________

Codex:
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Mercenary: __________________________________________________________
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Chinampa: __________________________________________________________
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Causeway: __________________________________________________________
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Alliance: __________________________________________________________
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Include a word you found in the textbook that you didn’t understand from Chapter 6. It can NOT be a vocabulary word highlighted above or a person / place. Write it’s definition using a dictionary or a Google search. Please provide the page number where you discovered your word in Chapter 6.

*Use pages 160 - 183

__________________________________________________________________
(p. ______): ______________________________________________________
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V. Culture Page: Refer to rubric. The purpose of this part of the project is to give you a little bit of control over what you study. First, you will choose a topic to study about Mexico or Central America. Then, you will develop a plan to learn more about this topic (books, internet, etc.). Finally, you will write a detailed paragraph that provides your classmates an overview of the information that you have learned. Explain why you chose your topic, and why it is important to the culture Use this as a chance to connect your own interests to the Social Studies topic – Mexico and Central America.

Since this is an "inquiry-based unit,” your assignment is to choose a topic to research, and to begin thinking about it by completing the "K" and "W" sections of a KWL chart.

I would like to know more about

______________________________

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Need some suggestions? Here you go ...

Food, Farming, Homes, Traditional Clothing, Religious Beliefs of the ancient people of Mexico or Central America, Aztec civilization, Maya civilization, Olmec civilization, Toltec civilization, Lucha Libre, Charreada/Charrería, Mexican Art (or choose an artist like Frida Kahlo, Diego Rivera, José Clemente Orozco, David Alfaro Siquieros), Cantinflas, Haciendas, Holidays (Día de los Muertos, Independence Day, Cinco de Mayo, Las Posadas), Music, Dance, Legends and Stories from Mexico (like the Chupacabra), Our Lady of Guadalupe and Juan Diego (story), movies and TV shows (El Chavo del Ocho, etc.), Sports (fútbol, lucha libre, ulama, etc.)…and many more possibilities...

Now, fill out the KWL chart.

The "K" section is a place for you to list everything you already "know" about your topic.

The "W" section is a place for you to list everything you "want to learn" about your topic.

Leave the “L” section blank until you complete your research. I will ask you to finish it at the end of our unit once you have had time to research your chosen topic using at least 2 resources other than your textbook. Add these resources to your "Resources/Links" page of this template packet. At that time, you should be able to answer all of your "W" section questions. This is what you "learned.” You should be able to explain the significance of your chosen topic and why it is important to their culture. Please share and write away...

K

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VI. **Resources/Links:** Refer to rubric. Provide at least 2 more resources (books) and/or websites that pertain to content of the chapter. Search for books and websites that you find interesting and think others would like too. Your resources/websites should include a brief description like the example below. ... the example is your textbook by the way. You should type the textbook resource as listed below on the first four pages of your website (Home – Vocabulary). While you are researching your chosen topic, you will use additional resources and will type all of these remaining resources on your Culture page. At the bottom of your Home Page please type the following, "All images were found on Google. I do not own the rights to any images on this site." This will cover copyright laws.


Consequences exist

I hope that you use this project as a fun opportunity to learn more about a topic of interest to you. However, if you are clearly not keeping up with the research, you will be removed from the project and given another assignment to complete...one that is not your own choosing. Make the most of your opportunities here at school!